



Stilgebauer Award 2010 – Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project

Project Name: <u>Would You Rather...</u>	
School Regional Area	<input type="checkbox"/> North Cook <input type="checkbox"/> South Cook <input checked="" type="checkbox"/> West 40
District Name	<u>Westchester Public Schools</u>
District No.	<u>92 1/2</u>
Name(s)-Teams with up to 5 members will be accepted! Include all names.	Email Address(s)
* <u>Sandy Tyminski</u>	* <u>styminski@sd925.org</u>
* <u>Jaime Nikitow</u>	* <u>jnikitow@sd925.org</u>
*	*
*	*
*	*
School Name	<u>Westchester Intermediate School</u>
School Street Address	<u>10900 Canterbury</u>
School City, State, Zip	<u>Westchester IL 60154</u>
School Phone Number	<u>708-562-1011</u>
If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).	
Nominator's Name	<u>Lori Durchslag</u>
Nominator's Phone #	<u>708-562-1011</u>
Best Contact Time	<u>8:00 AM - 4:00 PM</u>
Nominator's Email	<u>ldurchslag@sd925.org</u>

Please attach the Project Summary to this form and send to Learning Technology Center One Central at 2701 W. Washington Blvd., 2nd Floor, Bellwood, IL 60104

Would You Rather. . .

Project Abstract: The students will be read two mathematical folktales. The students will use Wikispaces to answer pre-reading and post-reading questions, and use Kidspiration to compare both stories using a Venn Diagram. The students will then use Microsoft Excel to solve a mathematical problem and make informed decisions based on the results.

Grade Level: Fifth Grade

Subject Areas: Technology, Literacy, and Math

Technology Resources: Computer, Document Camera, Internet Browser (i.e. Firefox, Internet Explorer), Wikispaces, Microsoft Excel, and Kidspiration

Other Materials Used: The books *One Grain of Rice* by Demi and *The King's Chessboard* by David Birch

Standards:

IL Standards

Reading-1.B.2a: Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas. **1.B.2b:** Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension. **1.C.2a:** Use information to form and refine questions and predictions. **1.C.2b:** Make and support inferences and form interpretations about main themes and topics. **1.C.2c:** Compare and contrast the content and organization of selections. **1.C.2d:** Summarize and make generalizations from content and relate to purpose of material.

Literature-2.B.2a: Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts. **2.B.2c:** Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.

Writing-3.A.2: Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

Listening and Speaking-4.A.2a: Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.

Math-6.C.2a: Select and perform computational procedures to solve problems with whole numbers, fractions and decimals. **6.C.2b:** Show evidence that computational results using whole numbers, fractions and decimals are correct and/or that estimates are reasonable.

7.A.2b: Solve addition, subtraction, multiplication and division problems using currency. **10.A.2c:** Make predictions and decisions based on data and communicate their reasoning.

NETS

1. Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. **Students:** **a.** apply existing knowledge to generate new ideas, products, or process. **b.** create original works as a means of personal and group expression. **2. Communication and Collaboration-**Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. **Students:** **a.** interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. **b.** communicate information and ideas effectively to multiple audiences using a variety of media and formats. **5. Digital Citizenship-**Students understand human, cultural, and

societal issues related to technology and practice legal and ethical behavior. **Students:** a. advocate and practice safe, legal, and responsible use of information and technology. b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. c. demonstrate personal responsibility for lifelong learning. d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts-Students demonstrate a sound understanding of technology concepts, systems, and operations. **Students:** a. understand and use technology systems. b. select and use applications effectively and productively. c. transfer current knowledge to learning of new technologies

Process:

1. The students will log onto www.wikispaces.com to answer some pre-reading questions.
2. Then the students will be read the stories *One Grain of Rice* and *The King's Chessboard* using a document camera.
3. We will then discuss the two stories and compare and contrast them.
4. After the discussion, the students will create a Venn Diagram using the computer program Kidspiration 3 comparing and contrasting the two books.
5. Using www.wikispaces.com, the students will read their peers responses and choose two to respond to for each question. We will be using this as a type of blog. Students will put the classmates name in the subject heading to determine whose response they are commenting on.
6. The students will then use Microsoft Excel to solve the mathematical problem: If you received a penny doubled each day for a month (30 days), how much money would you receive at the end of that month?
7. Using their results from Excel, the students will log back into www.wikispaces.com and answer the post-reading questions and see if their predictions were correct.

Integration:

The project used technology to allow students to communicate in written language and compute findings to interpret and justify their predictions based on the final results of how much money they will have after 30 days. The benefits to the learning environment of using technology are to communicate ideas which will increase motivation, participation and allow students to work at their own pace. The use of technology also promotes students to use reasoning skills in a non-threatening atmosphere, which in turn increases confidence in the sharing of ideas and involvement in discussions.

Reflection:

The learning impact of this project is the integration of math, reading, writing, and technology. We thought that if the students had the opportunity to communicate their ideas via a wiki, then they would be able to participate simultaneously and work at their own pace. They can review and collaborate on the ideas because they can see how their classmates answered the same questions. This gave them the opportunity to correspond to each others' responses, and react to all the predictions and final results of the project. The major impact of using technology in this lesson is to encourage students to feel comfortable with giving their reactions, being able to communicate, and participate in a positive way. By completing the project, students were introduced to a new technology that can be used simultaneously in their classroom to communicate and learn, as well as, to be able to communicate on a more global spectrum with people from all over the world using wikis.